



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12101536
SAU: MSAD 16
School: Hall-Dale Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9

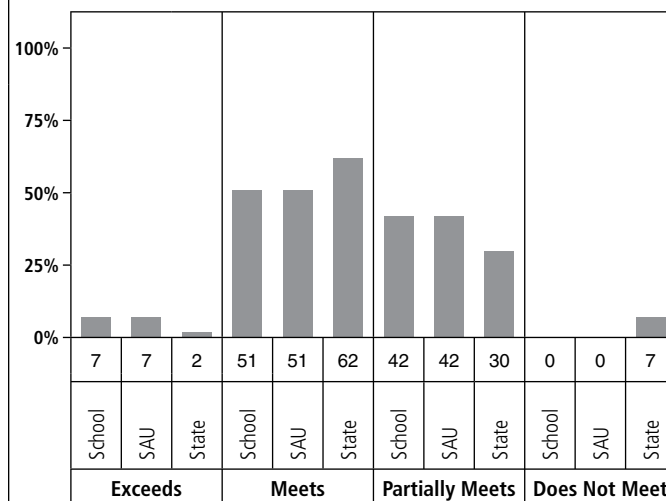
SUMMARY OF SCORES

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

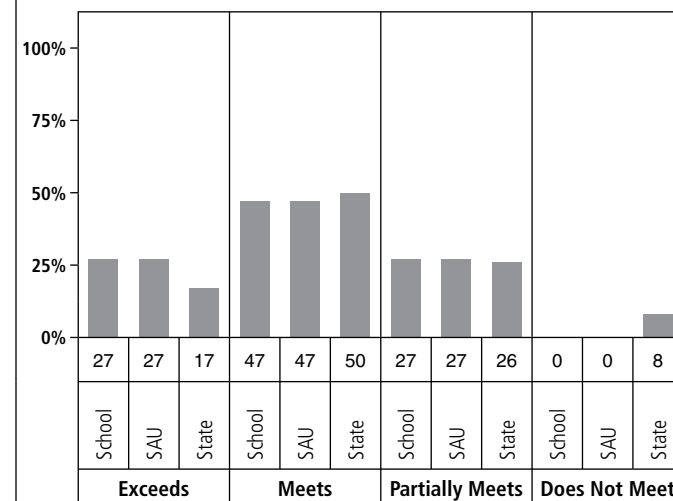
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	350	350	345
2006–2007	345	345	345
2007–2008	346	346	344
Cum. Avg. *	347	347	345
Mathematics			
2005–2006	354	354	344
2006–2007	351	351	347
2007–2008	351	351	347
Cum. Avg. *	352	352	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 16
 School: Hall-Dale Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	45	100	45	100	13803	100	45	100	45	100	13714	99	45	100	45	100	13710	99												
Ethnicity African American/Black	0	0	0	0	399	3	0	0	0	0	391	98	0	0	0	0	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	2	4	2	4	210	2	2	100	2	100	205	98	2	100	2	100	206	98												
Hispanic	1	2	1	2	162	1	1	100	1	100	158	98	1	100	1	100	159	98												
Caucasian/White	42	93	42	93	12916	94	42	100	42	100	12846	100	42	100	42	100	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	6	13	6	13	2358	17	6	100	6	100	2333	99	6	100	6	100	2329	99												
Current LEP	0	0	0	0	371	3	0	0	0	0	357	96	0	0	0	0	361	98												
Economically disadvantaged	14	31	14	31	5584	40	14	100	14	100	5535	99	14	100	14	100	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	39	87	39	87	10650	77	39	87	39	87	10678	77												
Identified disability (PET/IEP)	0	0	0	0	475	4	0	0	0	0	479	4												
LEP	0	0	0	0	151	1	0	0	0	0	149	1												
504 plan	1	3	1	3	83	1	1	3	1	3	85	1												
Participation with accommodations	6	13	6	13	2936	21	6	13	6	13	2911	21												
Identified disability (PET/IEP)	6	100	6	100	1735	59	6	100	6	100	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	0	0	0	0	986	34	0	0	0	0	958	33												
Participation through alternate assessment (PAAP)	0	0	0	0	123	1	0	0	0	0	121	1												
Identified disability (PET/IEP)	0	0	0	0	123	100	0	0	0	0	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	0	0	80	1	0	0	0	0	81	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	3	6	3	6	352	3
	2006-2007	0	0	0	0	332	2
	2007-2008	3	7	3	7	227	2
	Cum. Total*	6	4	6	4	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	33	70	33	70	8641	62
	2006-2007	34	61	34	61	8691	63
	2007-2008	23	51	23	51	8403	62
	Cum. Total*	90	61	90	61	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	11	23	11	23	3671	27
	2006-2007	20	36	20	36	3781	27
	2007-2008	19	42	19	42	4018	30
	Cum. Total*	50	34	50	34	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	0	0	0	0	1163	8
	2006-2007	2	4	2	4	1021	7
	2007-2008	0	0	0	0	938	7
	Cum. Total*	2	1	2	1	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	28.7	62.4	28.7	62.4	27.6	60.0
Literary Text	23	50	14.6	63.5	14.6	63.5	14.1	61.3
Informational Text	23	50	14.2	61.7	14.2	61.7	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	3	7	23	51	19	42	0	0	346	45	7	51	42	0	346	13586	2	62	30	7	344
Ethnicity																						
African American/Black	0										0						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	2										2						203	1	60	31	8	344
Hispanic	1										1						158	1	52	36	11	342
Caucasian/White	42	3	7	21	50	18	43	0	0	346	42	7	50	43	0	346	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	1	17	5	83	0	0	337	6	0	17	83	0	337	2210	0	32	48	20	338
No	39	3	8	22	56	14	36	0	0	347	39	8	56	36	0	347	11376	2	68	26	4	346
Current LEP																						
Yes	0										0						348	1	36	45	19	339
No	45	3	7	23	51	19	42	0	0	346	45	7	51	42	0	346	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	14	0	0	6	43	8	57	0	0	342	14	0	43	57	0	342	5450	1	49	39	11	341
No	31	3	10	17	55	11	35	0	0	348	31	10	55	35	0	348	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	45	3	7	23	51	19	42	0	0	346	45	7	51	42	0	346	13581	2	62	30	7	344
Gender																						
Female	21	3	14	12	57	6	29	0	0	348	21	14	57	29	0	348	6567	3	65	27	5	345
Male	24	0	0	11	46	13	54	0	0	344	24	0	46	54	0	344	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2004	0	37	49	14	339
No	41	3	7	23	56	15	37	0	0	347	41	7	56	37	0	347	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	45	3	7	23	51	19	42	0	0	346	45	7	51	42	0	346	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	340	2	0	0	100	0	340	6	0	43	39	18	340
B. less than one hour	87	3	8	21	54	15	38	0	0	346	87	8	54	38	0	346	79	2	65	28	5	345
C. one to two hours	9	0	0	2	50	2	50	0	0	343	9	0	50	50	0	343	12	2	60	31	7	344
D. more than two hours	2	0	0	0	0	1	100	0	0	340	2	0	0	100	0	340	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	42	3	16	10	53	6	32	0	0	348	42	16	53	32	0	348	29	3	62	28	7	345
B. They match some of what I have learned.	44	0	0	10	50	10	50	0	0	344	44	0	50	50	0	344	48	2	67	27	4	345
C. They match just a little of what I have learned.	11	0	0	2	40	3	60	0	0	343	11	0	40	60	0	343	15	1	56	34	9	343
D. There is no match.	2	0	0	1	100	0	0	0	0	356	2	0	100	0	0	356	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	36	2	13	10	63	4	25	0	0	350	36	13	63	25	0	350	42	3	67	24	6	346
B. good	47	0	0	9	43	12	57	0	0	342	47	0	43	57	0	342	46	1	62	32	5	344
C. fair	11	1	20	3	60	1	20	0	0	349	11	20	60	20	0	349	10	0	48	42	10	341
D. poor	7	0	0	1	33	2	67	0	0	344	7	0	33	67	0	344	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	29	5	71	0	0	341	16	0	29	71	0	341	22	1	48	38	12	341
B. about the same as my regular schoolwork	70	3	10	19	61	9	29	0	0	348	70	10	61	29	0	348	57	2	68	26	4	346
C. easier than my regular schoolwork	14	0	0	2	33	4	67	0	0	342	14	0	33	67	0	342	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	20	0	0	2	22	7	78	0	0	340	20	0	22	78	0	340	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	47	2	10	12	57	7	33	0	0	347	47	10	57	33	0	347	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	33	1	7	9	60	5	33	0	0	348	33	7	60	33	0	348	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	29	2	15	7	54	4	31	0	0	348	29	15	54	31	0	348	19	3	65	27	6	346
B. 20 minutes to an hour	42	0	0	11	58	8	42	0	0	347	42	0	58	42	0	347	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	2	40	3	60	0	0	342	11	0	40	60	0	342	19	1	56	35	8	343
D. I rarely read at home.	18	1	13	3	38	4	50	0	0	344	18	13	38	50	0	344	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	6	50	6	50	0	0	344	27	0	50	50	0	344	28	1	56	33	9	343
B. six to ten pages	24	1	9	6	55	4	36	0	0	346	24	9	55	36	0	346	23	1	63	29	7	344
C. eleven or more pages	49	2	9	11	50	9	41	0	0	347	49	9	50	41	0	347	49	2	65	27	6	345
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	10	21	10	21	1295	9
	2006-2007	13	23	13	23	1985	14
	2007-2008	12	27	12	27	2277	17
	Cum. Total*	35	24	35	24	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	26	55	26	55	6852	49
	2006-2007	27	48	27	48	6990	51
	2007-2008	21	47	21	47	6764	50
	Cum. Total*	74	50	74	50	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	11	23	11	23	4081	29
	2006-2007	11	20	11	20	3673	27
	2007-2008	12	27	12	27	3504	26
	Cum. Total*	34	23	34	23	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	0	0	0	0	1638	12
	2006-2007	5	9	5	9	1193	9
	2007-2008	0	0	0	0	1044	8
	Cum. Total*	5	3	5	3	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.9	66.0	9.9	66.0	9.2	61.3
Cluster 2: Shape and Size	14	29	11.1	79.3	11.1	79.3	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.7	74.0	3.7	74.0	3.2	64.0
Cluster 4: Patterns	14	29	8.8	62.9	8.8	62.9	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 3
 SAU: MSAD 16
 School: Hall-Dale Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	45	12	27	21	47	12	27	0	0	351	45	27	47	27	0	351	13589	17	50	26	8	347
Ethnicity																						
African American/Black	0										0						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	2										2						204	18	48	25	9	347
Hispanic	1										1						159	6	50	31	13	342
Caucasian/White	42	11	26	20	48	11	26	0	0	351	42	26	48	26	0	351	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	6	0	0	3	50	3	50	0	0	343	6	0	50	50	0	343	2208	6	35	37	21	338
No	39	12	31	18	46	9	23	0	0	352	39	31	46	23	0	352	11381	19	53	24	5	349
Current LEP																						
Yes	0										0						357	8	29	37	26	336
No	45	12	27	21	47	12	27	0	0	351	45	27	47	27	0	351	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	14	2	14	5	36	7	50	0	0	344	14	14	36	50	0	344	5452	9	45	33	12	343
No	31	10	32	16	52	5	16	0	0	354	31	32	52	16	0	354	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	45	12	27	21	47	12	27	0	0	351	45	27	47	27	0	351	13584	17	50	26	8	347
Gender																						
Female	21	8	38	7	33	6	29	0	0	351	21	38	33	29	0	351	6565	15	49	27	8	347
Male	24	4	17	14	58	6	25	0	0	351	24	17	58	25	0	351	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						2004	5	39	41	15	339
No	41	12	29	21	51	8	20	0	0	352	41	29	51	20	0	352	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	45	12	27	21	47	12	27	0	0	351	45	27	47	27	0	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 3
SAU: MSAD 16
School: Hall-Dale Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	1	100	0	0	332	2	0	0	100	0	332	6	9	40	33	18	340
B. less than one hour	87	11	28	20	51	8	21	0	0	352	87	28	51	21	0	352	79	18	52	24	6	348
C. one to two hours	9	1	25	1	25	2	50	0	0	345	9	25	25	50	0	345	12	16	48	27	8	347
D. more than two hours	2	0	0	0	0	1	100	0	0	334	2	0	0	100	0	334	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	38	6	35	8	47	3	18	0	0	353	38	35	47	18	0	353	37	22	50	22	6	350
B. They match some of what I have learned.	47	4	19	10	48	7	33	0	0	350	47	19	48	33	0	350	46	16	53	25	6	348
C. They match just a little of what I have learned.	7	1	33	1	33	1	33	0	0	345	7	33	33	33	0	345	12	9	44	36	11	342
D. There is no match.	9	1	25	2	50	1	25	0	0	352	9	25	50	25	0	352	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	36	7	44	5	31	4	25	0	0	355	36	44	31	25	0	355	39	25	48	20	7	350
B. good	48	4	19	12	57	5	24	0	0	350	48	19	57	24	0	350	46	14	52	27	7	347
C. fair	14	1	17	3	50	2	33	0	0	346	14	17	50	33	0	346	12	8	49	35	9	343
D. poor	2	0	0	0	0	1	100	0	0	332	2	0	0	100	0	332	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	16	0	0	2	29	5	71	0	0	337	16	0	29	71	0	337	17	7	41	35	17	340
B. about the same as my regular schoolwork	60	9	33	13	48	5	19	0	0	353	60	33	48	19	0	353	59	18	53	24	5	349
C. easier than my regular schoolwork	24	3	27	6	55	2	18	0	0	354	24	27	55	18	0	354	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	24	3	27	5	45	3	27	0	0	350	24	27	45	27	0	350	32	13	47	30	10	345
B. two or three days a week	56	6	24	11	44	8	32	0	0	349	56	24	44	32	0	349	30	20	52	23	5	349
C. two or three times each month	11	3	60	2	40	0	0	0	0	361	11	60	40	0	0	361	19	20	53	21	6	350
D. never or almost never	9	0	0	3	75	1	25	0	0	352	9	0	75	25	0	352	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	4	0	0	1	50	1	50	0	0	346	4	0	50	50	0	346	7	5	34	40	20	338
B. two or three days a week	27	1	8	8	67	3	25	0	0	348	27	8	67	25	0	348	18	15	50	27	8	346
C. two or three times each month	29	6	46	5	38	2	15	0	0	356	29	46	38	15	0	356	28	21	53	21	4	350
D. never or almost never	40	5	28	7	39	6	33	0	0	350	40	28	39	33	0	350	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	13	0	0	2	33	4	67	0	0	340	13	0	33	67	0	340	16	8	42	36	13	342
B. 30–45 minutes	18	2	25	5	63	1	13	0	0	351	18	25	63	13	0	351	30	14	53	26	7	347
C. 45–60 minutes	20	5	56	2	22	2	22	0	0	356	20	56	22	22	0	356	32	22	51	22	5	350
D. more than 60 minutes	49	5	23	12	55	5	23	0	0	351	49	23	55	23	0	351	22	20	49	23	7	349
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											